

**President Susan Martin's testimony before the Senate Education  
Committee regarding HB 4496**

**January 25, 2012**

Good afternoon. I welcome this opportunity to offer testimony before the Senate Education Committee regarding HB 4496.

Context matters, so please allow me to begin by telling you two things about myself that are directly relevant to my testimony: I am an accountant, and I am a product – both educationally and professionally – of Michigan's public universities.

I earned my bachelor's degree in public speaking from Central Michigan. I earned an MBA and a PhD in accounting from Michigan State. I worked for the Michigan Department of Treasury as an assistant auditor general, a deputy state treasurer, and the commissioner of revenue. I taught accounting and served in leadership roles at both Grand Valley State University and U-M Dearborn, and now I am president of Eastern Michigan University.

I provide this background so you can know two things about me: First, I am passionate about public education. Second, as an accountant, data matter to me. When proposals for a new academic program or a building renovation come before me at Eastern Michigan University, I insist that my staff present me with a business case that is based on sound data.

If that business case doesn't exist, or the data do not support the plan, I reject the proposal and send them back to the drawing board.

That's what you need to do with HB 4496: Send it back to the drawing board. This legislation lacks a business case, and the data confirm that this legislation will cost taxpayers and students more money, not

less, and will take Michigan in the wrong direction -- toward duplication instead of collaboration. A better model exists for helping expand access to higher education, and I look forward to talking with you about it today.

### **The cost of HB 4496**

Let's begin with the cost of this legislation. There is no business case outlining how allowing community colleges that offer four-year degrees will produce more degrees in a cost effective manner for the taxpayers of Michigan.

To be successful, four-year programs must recruit and retain a well-trained faculty, they must have state-of-the-art equipment, and they must be accredited. These important investments cost money, and the community colleges have not provided you with any data about how much it would cost them to make these investments, how they would pay for it, and whether these investments would yield a desirable outcome.

You've heard the supporters of this legislation claim -- without any supporting data -- that community colleges can produce more degrees at a lower cost.

Here are the facts: The cost-per-degree at community colleges is already higher than at regional public universities.

Let me say that again: It costs more money to produce a degree at a Michigan community college than it costs to produce a degree at a regional public university in Michigan, such as Eastern.

Why is that true? Community colleges have much lower rates of degree completion than public universities.

A report issued by the Delta Cost Project showed that, in 2008, the cost-per-degree at Michigan's two-year community colleges was \$68,867, while the cost-per-degree at Michigan's regional public four-

year universities, such as Eastern, was \$57,019. A one-page summary of these findings is included in my testimony packet.

This legislation will exacerbate – not mitigate – that gap. Your own analysts at the Senate Fiscal Agency concluded that HB 4496 would “result in increased operational costs for community colleges that choose to offer baccalaureate degrees under the provisions of the bill.” The House Fiscal Agency reached the same conclusion in 2010.

An article included in my packet that was published in the *Jackson Citizen Patriot* last summer entitled “Federal Government wants to know why costs are rising so much at Jackson Community College,” highlighted the misperception that community colleges are automatically better at controlling costs. That problem will get worse if HB 4496 is passed.

Interestingly, the community colleges have their own studies confirming that if they offer four-year degrees, their costs will go up. Have they shared those data with you? For example, a report issued for the community colleges showed that, in the case of nursing, community colleges will need to spend at least \$7,000 more for each new graduate to pay for the faculty, equipment, accreditation, and other expenses associated with establishing a four-year program.

Another report issued for the community colleges confirmed that nursing program costs exceed their revenue, thus requiring a subsidy.

These are just some of the findings from the community colleges' own reports showing that HB 4496 will increase – not decrease – costs. Excerpts from these reports – in the community colleges' own words, so to speak – are included in my testimony packet.

Moreover, community colleges have lower graduation and retention rates than Michigan's four-year public universities. Even in

Kalamazoo, home of the Kalamazoo Promise, new data show that 85 percent of Promise students who started at a four-year university have either earned degrees or are still in school.

But two-thirds of the Promise students who graduated high school between 2006 and 2008 and started at a community college dropped out before earning degrees or certificates, and only 8 percent have earned degrees or certificates. Copies of articles from the *Detroit News* and *Kalamazoo Gazette* are in my packet. Compare the success rates: 85 percent at four-year universities, 8 percent at community colleges!

This problem is not unique to Michigan. A recent article in the *Los Angeles Times* entitled, "Billions spent in U.S. on community college students who drop out," describes a "nationwide trend of increasing community college enrollment and spending but declining completion rates."

Community colleges already spend more per-degree, they have lower graduation rates, and the Senate Fiscal Agency, House Fiscal Agency, and the community colleges themselves have all said they'll need to spend even more money if they begin offering four-year degrees.

Someone must pay these higher costs without any evidence of a return on investment. Who will it be? The students, who will pay even higher tuition? Property owners, who will be asked by community colleges around the State to pay higher property taxes? Or will the community colleges come to you asking for these funds?

### **Collaborate, not duplicate**

In addition to the cost, this legislation should be rejected because it will result in a duplication of services at a time when the Governor has called on all levels of government – including education – to

collaborate, not duplicate. This legislation takes us in the opposite direction.

We all share the goal of increasing the number of college graduates in Michigan. Michigan's universities are accomplishing that goal by collaborating with community colleges to produce more degrees in a timely and cost effective manner.

### **Articulation agreements**

One model for such collaboration is the many articulation agreements that exist between Michigan's public universities and community colleges.

Articulation agreements build strong partnerships between a state's community colleges and its four-year institutions. These agreements outline specific courses at the community college that will transfer to the university, thereby ensuring that students understand exactly which courses will transfer so they don't spend time or money taking courses at the community college that will not satisfy their bachelor's degree requirements.

EMU has over 100 such articulation agreements with community colleges that often accept 84 to 92 credits toward a four-year degree, and we continually seek to help students reach their goals by expanding these relationships.

The student newspaper at *Washtenaw Community College* published an article this month with the headline, "Institutions work together to make transferring easier." The article quotes students who praise the systems already in place to allow community college students to transfer their credits to universities, where they can complete their four-year degree. These partnerships already exist, and they work.

I understand that there was testimony before this committee in December that articulation agreements do not exist between universities and community colleges for any of the five programs

covered by HB 4496. That is not true. At Eastern Michigan University, for example, we have nursing articulation agreements with nine community colleges in Michigan: Henry Ford, Jackson, Macomb, Monroe, Mott, Oakland, Schoolcraft, Washtenaw, and Wayne.

Eastern also has articulation agreements with four community colleges for culinary arts students to earn a bachelor's degree in hotel/restaurant management: Henry Ford, Monroe, Schoolcraft, and Washtenaw. Eastern has a longstanding articulation agreement with Schoolcraft College for a student with an Associate's degree in culinary arts to earn a Bachelor in Science in hotel and restaurant management at Eastern, where we accept 91 credits from Schoolcraft. This agreement was started in 2003 and is currently being extended through 2014 (attached).

### **On-site programs at community colleges**

Another highly productive model for collaboration is the practice of universities offering programs on-site at community colleges. For example, Eastern Michigan University offers an RN-to-BSN program at Jackson Community College.

Included in my packet is a map showing the various articulation agreements and on-site programs that Michigan's universities and community colleges currently operate around the State.

This collaborative relationship between the universities and community colleges works because it recognizes the strengths of each institution and avoids the costly duplication of programs that has hampered this State.

As I said before, I am an accountant, so I like data. At Eastern Michigan, the data tell the story: Between 2006 and 2011, the number of students transferring to Eastern from community colleges has increased by 30% as students recognize the benefits of beginning their education at a community college and finishing their degree at

an accredited public four-year university. These transfer students perform well at Eastern, with a grade point average of 3.31.

### **Building on what works**

This system works, and that's why we want to expand it. The Presidents Council has tried to negotiate with the state's community colleges to increase such constructive collaboration and avoid the duplication that would result from this legislation. We made a specific written proposal to address the concerns that appear to be driving this legislation.

In brief, our offer is this: All 15 public universities identified the specific universities that will offer each of the four new programs requested by community colleges on their campuses, in collaboration with the community colleges. The fifth program covered by HB 4496, nursing, is of course already offered by many of our state's public universities. A copy of our written proposal to the community colleges is included in my packet.

The community colleges flatly rejected our offer. Why? This isn't about meeting specific program needs. It's about creating more four year universities with no analysis of costs or need.

### **Conclusion**

For generations, the citizens of Michigan – my parents and grandparents – paid taxes to invest in a great public university system where they believed their children and grandchildren could get a great affordable education.

We have that. We have a rich network of community colleges, private universities, and public universities. They each serve a unique population and pursue a unique mission. This is a tremendous asset to train our future work force and to attract business from around the world to invest and locate in Michigan.

Now let me ask you a question: Have you been given a business case to support this legislation? Have the supporters provided you with data showing the number of degrees that will be produced, the costs of this legislation, how they will pay those costs, and whether those new expenses will produce the desired outcome? What will be the cost per degree? Eastern will withdraw our off-site RN to BSN programs like the one at Jackson Community College if this legislation passes. What will be the net increase in nursing degrees in Michigan if other universities do the same? Do you feel confident that you have all the information you need?

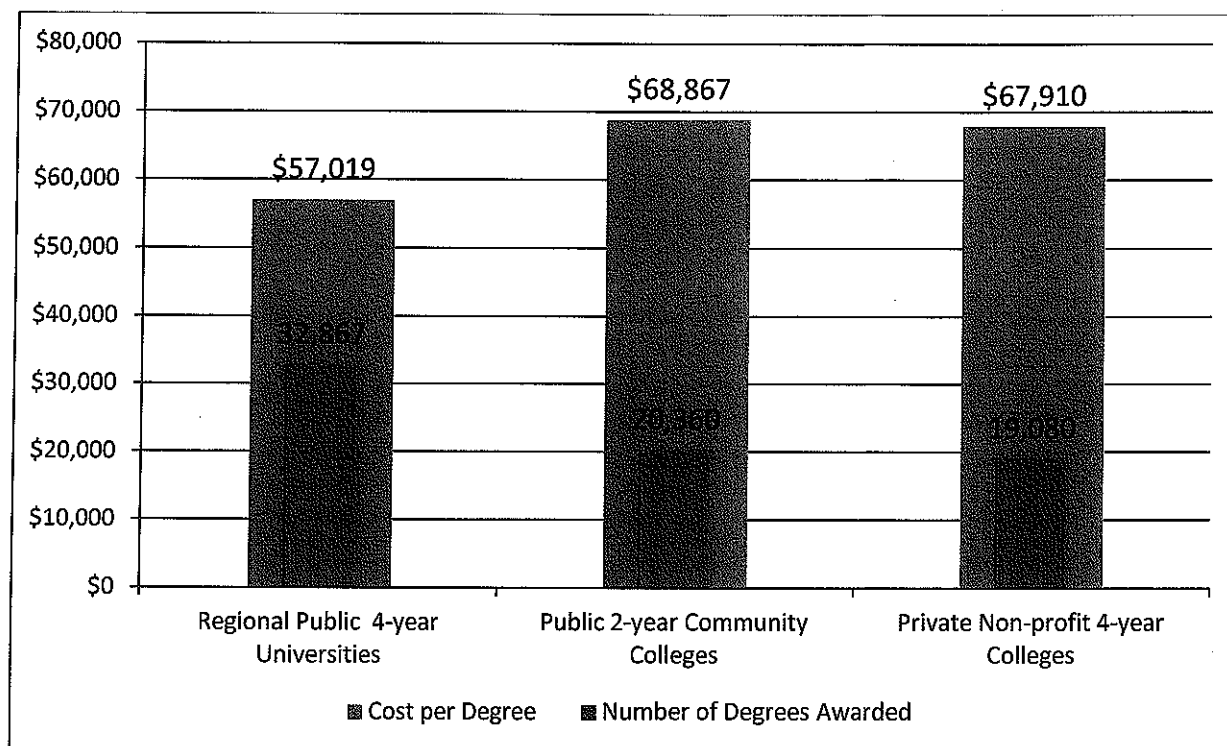
The data I described today directly refute the claims made by the supporters of this bill.

I urge you to send this bill back to the drawing board. Give us one year to continue to work together, and to work with you, to tackle this issue and find a solution that is supported by the data and the needs of Michigan citizens, and which strengthens – not weakens – our higher education system.

Thank you for your time.



## 2008 Cost per Degree for Michigan Institutions of Higher Education (IHE)



Postsecondary Institution Type	Education & General Expenditures	Number of Degrees Awarded	Cost per Degree
Regional Public 4-year Universities	\$1,874,036,899	32,867	\$57,019
Public 2-year Community Colleges	\$1,402,131,997	20,360	\$68,867
Private Non-profit 4-year Colleges	\$1,295,725,376	19,080	\$67,910

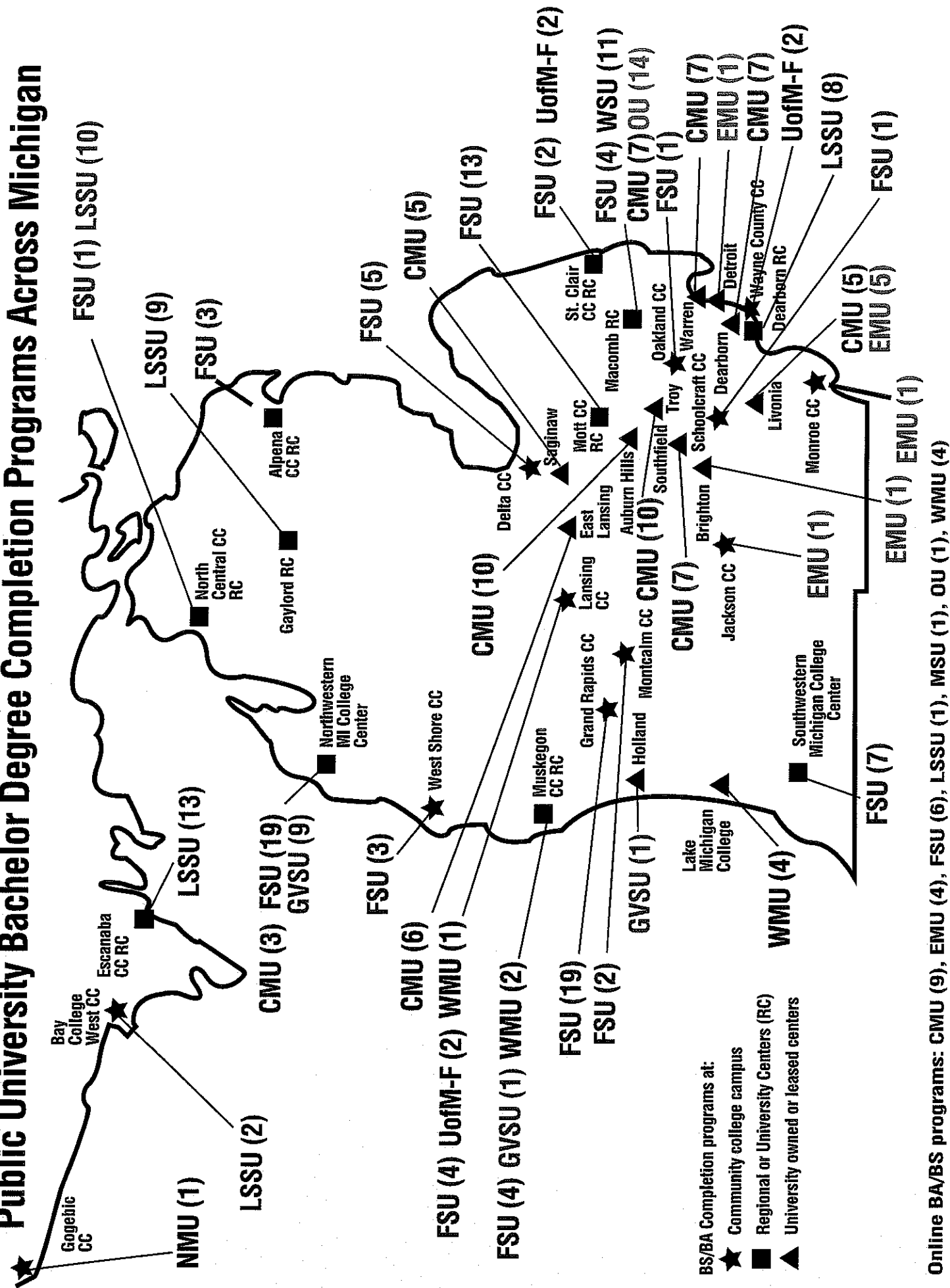
The data source is the Delta Cost Project ([www.deltacostproject.org](http://www.deltacostproject.org)) – a grant funded organization that measures cost of education per student, student and subsidy shares, and performance using National Center for Education Statistics Integrated Postsecondary Education Data System (NCES IPEDS).

Education & General Expenditures include all core operating expenditures – instruction, research, public service, academic support, student services, institutional support, operations and maintenance, and net scholarships and fellowships.

By removing net scholarships and fellowships from the equation, the percentage change in cost per degree for the regional universities is -6.3% and for the community colleges the percentage change is -4.7%.

Postsecondary Institution Type	Education & General Expenditures	E&G minus Scholarship & Grants	Number of Degrees Awarded	Cost per Degree
Regional Public 4-year Universities	\$1,874,036,899	\$1,756,513,373	32,867	\$53,443
Public 2-year Community Colleges	\$1,402,131,997	\$1,317,886,503	20,360	\$64,729

# Public University Bachelor Degree Completion Programs Across Michigan



Online BA/BS programs: CMU (9), EMU (4), FSU (6), LSSU (1), MSU (1), OU (1), WMU (4)

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Suite 600  
Lansing, Michigan 48933



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September 28, 2011

The Honorable Rick Snyder, Governor  
State of Michigan  
PO Box 30013  
Lansing, MI 48909

Dear Governor Snyder:

As follow-up to a meeting held in your office on August 31, 2011, a group of university and community college presidents met on September 26 to continue the discussion of facilitating the provision of certain baccalaureate degree programs that community colleges have proposed, through HB 4496, be conferred by community colleges. The State's public universities pledged to offer and award these degrees in partnership with the interested community colleges.

While the meeting was productive in that many related issues of baccalaureate attainment were identified, including expansion of university center partnerships, articulation and transfer agreements, cost of programs, cost of appropriate faculty, cohort size, content expertise, etc., the parties hold differing views on the necessity for HB 4496. The universities offered a memorandum of collaboration (attached) that identifies lead institutions to work with community colleges on baccalaureate program development in cement technology, energy production technology, maritime technology, and culinary arts, with the understanding that the baccalaureate of science in nursing (BSN) be delivered through the capacity options that currently exist. The universities believe that a collaborative agreement is consistent with your request of public agencies to avoid duplication of services wherever possible. This proposal was rejected by the community colleges as fundamentally "unresponsive." The universities do not agree with this characterization, having committed to provide the above-mentioned programs for place-bound students at their local community colleges, while leveraging current university resources, avoiding duplication, and unnecessary cost increases.

It was suggested that another meeting be scheduled between the two parties to continue the discussion. A follow-up meeting is being planned. The universities are still interested in knowing why offering programs on the community college campuses through collaborative agreements with four-year institutions would not meet the needs of the students. Today, nearly 15,000 students are enrolled in more than 300 four-year degree programs offered by Michigan's universities at community colleges. We look forward to working with the community colleges to expand this number.

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Central Michigan University  
Eastern Michigan University  
Ferris State University  
Grand Valley State University  
Lake Superior State University  
Michigan State University  
Michigan Technological University  
Northern Michigan University



Oakland University  
Saginaw Valley State University  
The University of Michigan - Ann Arbor  
The University of Michigan - Dearborn  
The University of Michigan - Flint  
Wayne State University  
Western Michigan University

The universities would also request for the next meeting a description of the planning process and workforce analysis that would provide helpful information regarding need and demand of the proposed programs. We have yet to see a business case, for instance, as to how many more nursing degrees would be produced and where, given there is still capacity at the 19 public and independent provider institutions now serving Michigan. Current locations include partnership sites at community colleges, hospitals, university campuses, center programs as well as online.

Our position continues to focus on how best to meet the needs of the student in the most effective and efficient manner, and as quickly as possible. We stand ready to continue the conversations.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael A. Boulus". The signature is fluid and cursive, with the first name "Michael" being the most prominent part.

Michael A. Boulus  
Executive Director

MEMORANDUM OF UNDERSTANDING BETWEEN  
THE MICHIGAN COMMUNITY COLLEGE ASSOCIATION  
AND THE  
PRESIDENTS COUNCIL, STATE UNIVERSITIES OF MICHIGAN  
ON BEHALF OF THEIR RESPECTIVE MEMBERS

The purpose of this agreement is to facilitate the provision of new baccalaureate degree programs that the community colleges have determined are needed in their locales and which, pursuant to this memorandum, will be offered collaboratively by the community colleges and the universities

The universities hereby commit to offer and award bachelor's degrees in culinary arts; cement technology; maritime technology; energy production technology; and the Bachelor of Science degree in nursing (BSN completion). Articulation agreements deemed necessary for ease of student transfer from community college to university shall be patterned after those now in force between the community colleges and the universities. Credit transfer agreements, to the extent that articulation agreements are not dispositive, may also be crafted by the parties.

The community colleges and universities agree that the programs will be offered on the campuses of the community colleges, in facilities leased to or otherwise made available by the community colleges to the universities. The lease and/or access agreements may be patterned after those now in force between the community colleges and the universities at "university centers" in Traverse City, Muskegon, Lansing, and Warren, or agreements in force at other locations.

The curriculum for the new degree programs shall be collaboratively developed by the parties. The promotion of the program and the recruitment of students shall be the continuing responsibility of the parties and may be fashioned after recruitment plans currently being deployed by the parties.

The universities have identified the institutions that will take curricular lead by program: culinary arts by Grand Valley, Ferris, and Eastern; cement technology by Ferris; maritime technology by Grand Valley, Ferris, and Western Michigan; energy production technology by Grand Valley and Western Michigan.

RN to BSN completion is presently available to any registered nurse in Michigan with an associate's degree who wishes to enroll; locations include partnership sites at community colleges, hospitals, university campuses, as well as online. One or more of these delivery modalities reach every corner of Michigan. Public institutions offering BSN completion are: Eastern Michigan, Ferris, Grand Valley, Michigan State, Lake Superior, Oakland, Saginaw Valley, Northern, University of Michigan-Flint, and Western. There are also nine independent colleges and universities offering BSN completion programs bringing the total to 19 providers now serving Michigan.

The universities believe that these programs have sufficient capacity to meet the demand for BSN completion, now and in the future. The universities pledge to strengthen and expand the partnerships between the community colleges and the university schools of nursing so that RN candidates who desire the BSN degree may commence their studies at the college level fully informed about the BSN pathways available to them.

The universities further commit to enter into "reverse transfer" agreements with the community colleges. The recently enacted reverse transfer agreements between Grand Rapids Community College and Grand Valley, Ferris, and Western Michigan universities as well as the consortia agreement between the Upper Peninsula community colleges and universities may serve as templates.

The parties recognize that higher education is dynamic and that additional baccalaureate degree programs may be needed in the future. The parties pledge they will collaborate to:

- Identify the priority for baccalaureate degrees through a market analysis of workforce needs.
- Identify the geographic areas of need.
- Identify faculty and facility needs among the community colleges and universities.
- Agree to a division of student financial aid from the respective institutions that will keep the baccalaureate program affordable for students.

The community colleges and universities agree that academic officers representing each party shall immediately enter into discussions that will make operational the objectives of this memorandum. The parties agree that students and local economies are best served by making these degree programs available as soon as agreements can be concluded.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2011

\_\_\_\_\_  
Michael A. Boulus  
Executive Director  
Presidents Council, State Universities of Michigan  
on Behalf of Respective Members

\_\_\_\_\_  
Michael Hansen  
President  
Michigan Community College Association  
on Behalf of Respective Members

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November 2011

Dear Members of the Senate:

Bills introduced in the House (HB 4496) and the Senate (SB225) House would allow community colleges to offer baccalaureate (four-year) degrees in such areas as cement technology, maritime technology, culinary arts, nursing, and energy production technology.

Michigan's fifteen public universities have long had excellent working relationships with the state's community colleges. We believe that an expansion of those collaborations is the most efficient way to provide Michigan residents with the four-year degree programs that some community colleges want to offer in their districts. What the community colleges are suggesting would be the most expensive and least efficient way to meet that need, the substantial costs for which would, in any event, be borne solely by students and local taxpayers. There is a better way.

The Presidents Council on behalf of Michigan's 15 public universities have pledged to collaborate with our community college colleagues and will provide locally any new baccalaureate or degree completion program for which there is a need within that community college district. This pledge would apply for any of the programs identified above, including a Bachelor of Science degree to community college graduates who are registered nurses and who wish to enroll in a BSN completion program. This pledge is identical to the commitment we made during the last legislative session.

This continuous pledge by our member universities ensures that duplication and waste will be avoided, can be implemented immediately, and is far less costly – which is exactly what our elected officials have been asking from public agencies at all levels.

The Presidents Council, State Universities of Michigan, is ready to coordinate and implement this pledge with our community college colleagues. Legislation is unnecessary, as the universities and community colleges have a long history of crafting and implementing collaborative programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Glenn Mroz".

Glenn Mroz, Chair  
President, Michigan Technological University

A handwritten signature in black ink, appearing to read "Michael A. Boulus".

Michael A. Boulus  
Executive Director

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Central Michigan University  
Eastern Michigan University  
Ferris State University  
Grand Valley State University  
Lake Superior State University  
Michigan State University  
Michigan Technological University  
Northern Michigan University



Oakland University  
Saginaw Valley State University  
The University of Michigan – Ann Arbor  
The University of Michigan – Dearborn  
The University of Michigan – Flint  
Wayne State University  
Western Michigan University

**In their own words:**

**EXCERPTS FROM TWO MICHIGAN-SPECIFIC REPORTS REGARDING  
COMMUNITY COLLEGE NURSING PROGRAMS AND BARRIERS**

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From "Addressing and Resolving a Statewide Crisis: Michigan's Nursing Shortage; A report in response to P.A. 255 of 2008 Sec. 246- Nursing Shortage Workgroup-Michigan Community College Association, December 31, 2008"

- **Nursing education is expensive, both for students and for the institutions that provide the training they need to perform in the workforce.** The increasing use of technology in clinical settings has increased the cost of nursing laboratories that colleges must provide to ensure students experience a work-like environment. Further, compensating Masters-trained faculty is an issue. While the aforementioned Nursing Corp initiative can fund the education of Master's degree nurses, **community colleges don't have the funding to hire these nurses to teach** (page 9).
- According to Charlene McPeak, Dean of Health and Human Services at Macomb Community College in Macomb, Michigan, **nursing program costs exceed their revenue from tuition, fees and state aid by about \$1 million.** Because of costs exceeding revenues at this level, Macomb Community College's nursing program can admit only 120 out of more than 1,000 applicants each year (page 10).
- Macomb Community College has looked at expanding its nursing program via capital improvement projects aimed at providing larger classrooms that could accommodate more students, as well as increasing simulation capacity in order to provide students the chance at practicing clinical skills in a state-of-the-art educational facility. **To date, Macomb's nursing program has not found the funding to expand in this manner** (page 10).
- Recently, Bay (Bay de Noc Community College) had a request to bring an outreach A.D.N. completion program to the Newberry area, and are discussing the possibility of doing this. **The biggest drawback to another program expansion is the lack of available clinical facilities for placement in specialty areas, such as obstetrics and medical/surgical** (page 11).
- Clinical simulation can be used in lieu of certain clinical requirements for nursing education, especially if the clinical experiences are not readily available. **The financial investment associated with this technology is substantial** – a Human Patient Simulator costs about \$250,000 (page 13).
- **Across the state, community colleges, four-year universities and hospitals have forged partnerships to increase the number of nurses in the Michigan workforce.**



For instance, Lake Superior State University School of Nursing has a direct partnership with Bay de Noc Community College and North Central Michigan Community College, and continues to expand these partnership opportunities to others through increased distance learning initiatives as well (page 13).

- In March, 2007, the Michigan Community College Association submitted to the Legislature a report concerning the expansion of nursing programs at community colleges throughout the state. A workgroup was formed consisting of statewide nursing, healthcare, education and regulatory organizations to analyze the factors inhibiting the ability of community colleges to expand their nursing programs. **Four critical factors were identified (page 18):**
    - 1) **High cost of offering nursing programs**
    - 2) **Availability of qualified nursing faculty**
    - 3) **Availability of clinical sites for clinical training**
    - 4) **Attrition of students who are admitted but fail to graduate from these nursing programs**
- 

From "Responding to the Nursing Shortage: A Report Concerning the Expansion of Nursing Programs at Michigan's Community Colleges; prepared by The Michigan Community College Association, March 1, 2007"

- **All 28 of Michigan's community colleges have nursing programs, and in every case, the nursing program is either the most costly, or nearly the most costly program, and must be subsidized by other instructional programs.** There are few economies of scale to operating such programs (i.e. the larger the nursing program, the greater the financial loss to the college) (page 6).
- Program costs are driven in part, by the need for modern, specialized equipment and facilities. **The single greatest factor in the high cost of nursing programs, however, is the cost of the faculty,** due in part to the staffing ratios required for both the didactic and clinical instruction (page 6).
- Required credentials for didactic nursing faculty include a Masters of Science in nursing (MSN degree). Clinical faculty need a Bachelor of Science (BSN degree) in nursing, as well as training as a preceptor for nursing students. ...In many cases, these qualified nurses are offered hiring bonuses, moving costs, longevity payments, and other incentives that are **beyond the financial capacity of most community colleges** (page 6).

- **On average, it costs \$10,000 annually to provide for operational costs associated with the preparation of an Associate's degree Nurse to sit for the registered nurse exam.** However, tuition accounts for roughly 33% of total program costs...providing tuition reimbursements, scholarships, financial aid, and other student support incentives alone does little to alleviate the college's overall expense of providing the programming (page 6).
- **In order for colleges to expand program capacity, new program expansion funding must be provided at \$7,000 for every nursing graduate that the state requires beyond existing productivity levels** (page 7).
- **Recommendation: Provide funding for community college nursing instructional program expansion of \$7.0 million per year.....**this amount does not contemplate capital outlay, facilities, or equipment needed for individual institutional program expansion (page 7).
- In addition to the barriers previously discussed, **student attrition** from nursing programs and the profession continues to impede progress in the production of educated nurses (page 9)
- **Recommendation: Provide financial support for community colleges to** establish peer and professional mentoring programs, or ombudsman and support for nursing students to help them advance through a program of student that is unique to nursing program participants. This should include support for life issues (family, day care, employment, etc.) that would impede completion (page 11).

## EMU Transfer Student Trends

Student Type	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
EMU New Transfer	1,665	1,633	1,616	1,947	2,177
EMU Total Transfer	7,005	6,921	6,790	7,194	8,023
EMU Non-Transfer	11,240	11,041	10,493	10,586	10,531
<b>EMU UG Total</b>	<b>18,245</b>	<b>17,962</b>	<b>17,283</b>	<b>17,780</b>	<b>18,554</b>

### Eastern Michigan University Entering New Transfer Student trends by Michigan Community College

Prior College*	Student Type	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Delta College	New-Transfer	13	11	12	11	19
Henry Ford Cmty College	New-Transfer	124	112	103	138	172
Jackson Cmty College	New-Transfer	57	54	72	62	85
Lansing Cmty College	New-Transfer	55	51	37	51	64
Macomb Cmty College	New-Transfer	38	26	34	43	36
Monroe Co Cmty College	New-Transfer	79	73	65	82	84
Mott Cmty College	New-Transfer	30	25	34	27	32
Oakland Cmty College	New-Transfer	156	128	131	157	191
Schoolcraft College	New-Transfer	219	216	199	283	306
St Clair Co Cmty College	New-Transfer	9	10	12	13	11
Washtenaw Cmty College	New-Transfer	426	426	420	505	581
Wayne Co Cmty College	New-Transfer	51	79	80	101	133
Other colleges	New-Transfer	408	422	417	474	463
<b>EMU New Transfer Total</b>		<b>1,665</b>	<b>1,633</b>	<b>1,616</b>	<b>1,947</b>	<b>2,177</b>

\* List of Michigan community colleges with Articulation Agreements with EMU.

**Eastern Michigan University Total Transfer Student trends  
by Michigan Community College**

<b>Prior College*</b>	<b>Student Type</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
Delta College	Total Transfer	39	37	42	37	53
Henry Ford Cmty College	Total Transfer	373	434	433	501	615
Jackson Cmty College	Total Transfer	204	223	223	236	273
Lansing Cmty College	Total Transfer	149	166	186	201	233
Macomb Cmty Coll ege	Total Transfer	100	107	120	130	137
Monroe Co Cmty College	Total Transfer	248	265	276	281	311
Mott Cmty College	Total Transfer	97	108	106	112	122
Oakland Cmty College	Total Transfer	496	509	539	590	657
Schoolcraft College	Total Transfer	778	862	860	997	1122
St Clair Co Cmty College	Total Transfer	34	36	39	45	48
Washtenaw Cmty College	Total Transfer	1,543	1,744	1,833	1,948	2,185
Wayne Co Cmty College	Total Transfer	228	262	298	336	411
Other colleges	Total Transfer	2,716	2,168	1,835	1,780	1,856
EMU Non-Transfer		11,240	11,041	10,493	10,586	10,531
<b>EMU Undergraduate Total</b>		<b>18,245</b>	<b>17,962</b>	<b>17,283</b>	<b>17,780</b>	<b>18,554</b>

\* List of Michigan community colleges with Articulation Agreements with EMU.

	<b>Average Cumulative EMU GPA*</b>
FTIAC graduates	3.20
Transfer graduates	3.31

\*Based on data from FY10 graduates

# The Kalamazoo Promise scholarship yields successes, challenges after 6 years

Published: Monday, November 28, 2011, 6:00 AM, Kalamazoo Gazette



By Julie Mack | Kalamazoo Gazette



*John A. Lacko | Special to the Gazette*  
*Kalamazoo Public Schools students ride in a school bus touting The Kalamazoo Promise during the Kalamazoo Holiday Parade on Nov. 12.*

**KALAMAZOO** — Since it was launched six years ago this month, The Kalamazoo Promise has spent more than \$30 million on college tuition for more than 2,300 graduates of Kalamazoo Public Schools.

Yet about a third of the students who started college on Promise scholarships have dropped out, at least temporarily, and another 10 percent of Promise-eligible students have never taken advantage of the scholarship program, according to data provided by Bob Jorth, administrator of The Promise.

“Those numbers tell the story of what still needs to be done,” said Janice Brown, executive director of The Promise.

To be sure, The Promise has its successes: About 90 percent of students eligible for The Promise have enrolled in college, a much higher percentage than the national average, especially for a

high-poverty school district.

Moreover, about 85 percent of Promise students who started at a four-year university have either earned degrees or still are in school.

On the flip side, more than half of Promise students who started at community college have dropped out before earning degrees or certificates. Of the 603 students who graduated KPS between 2006 and 2008 and went on to community college, only 8 percent have earned degrees or certificates while two-thirds have dropped out.

“Do we as a community find that acceptable?” Brown said. “The answer is a resounding ‘no.’”

That means, she said, “stage II of The Promise” is improving the preparation and support for low-income and first-generation college students who are more likely to start at community college and more likely to drop out because they are academically unprepared and/or because they lack the support system that middle-class and affluent college students take for granted.

It was Brown, then KPS superintendent, who unveiled The Promise in November 2005 as a universal scholarship program for KPS graduates.

To qualify, students have to live in the school district and attend KPS at least through high school. The scholarship, funded by anonymous donors, covers up to 100 percent of tuition and fees at any Michigan public college or university. Students get The Promise regardless of their high school grades, but they must maintain a 2.0 grade-point average in college or lose the scholarship for at least a semester until they get their grades back on track.

Starting with the Class of 2006, the first students to receive The Promise, 3,259 students have graduated from KPS and 2,813, or about 86 percent, have qualified for the scholarship program.

Numbers released last week by Jorth show:

- Promise students start college at a higher rate than the average for recent graduates of Michigan public high schools. Since 2006, 90 percent of students eligible for The Promise have attended college for at least one semester, compared to 71 percent of all Michigan high school graduates.
- Promise-eligible students are much more likely to attend college than KPS graduates who do not qualify for the scholarship. Between 2006 and 2010, there were 389 KPS graduates who do not qualify for The Promise. Of those students, 201 — or 52 percent — have started college.
- Not all Promise-eligible students who go to college use the scholarship. Among those who graduated between 2006 and 2010, it appears that 132 students — almost 6 percent of Promise-eligible graduates — have attended private colleges or out-of-state schools.
- About 10 percent of Promise-eligible students have never attended college. Among those who graduated from KPS between 2006 and 2010, an estimated 235 students have never enrolled in college. They have 10 years from their high school graduation to use the program.

- Since the Class of 2006 started college five years ago, a total of 136 Promise students have earned bachelor's degrees, 31 have earned associate degrees and 13 have completed a certificate program. There's also another 74 students who used up their Promise funds before earning a degree. (The program pays for 130 credits, which is about four years of college.)
- The overall college persistence/dropout rate for Promise students appears to mirror the national average. Of the 2,356 students who have used The Promise, 11 percent have either graduated or have used up their Promise funds, about 52 percent are in school this fall, and the remaining 37 percent are not in school this semester. By comparison, about 50 percent of Americans who start college have not completed a program six years later, according to federal statistics.
- The Promise has not increased the high school graduation numbers for KPS. Since 2006, the size of the graduating classes has gone up and back down: The district graduated 518 students in 2006 compared to 528 in 2011.
- Alternative-education students are less likely to use The Promise as compared to graduates of Kalamazoo Central or Loy Norrix high schools. Still, 80 percent of Promise-eligible alternative ed students in the Class of 2008 have used The Promise.

For Brown, the focus right now is not so much about focusing on the program's successes but figuring out how to improve the odds for the students most likely to struggle in higher education.

"If we want to make an impact, just giving kids the money" for college isn't enough, she said.

She refers to the "four As" that can hinder students — affordability, access, achievement and attitude.

The Promise effectively addresses the issue of affordability, and also helps with access, in terms of the bureaucracy of applying and enrolling in higher education, she said.

But the achievement issue — ensuring students are academically ready for college-level work — is "one we really have to have to address, and it can't be done in the public schools alone," Brown said. "Achievement is a culture that starts at birth and needs to be part of the family and neighborhood fabric as children grow up."

The final factor, she said, is attitude. "Overall, the attitude of our kids is stupendous," she said. "But what happens to your motivation if you're homeless, if you have a family crisis, if you're involved in a terrible custody battle? These things have all happened to some of our kids. ... These are issues where, as a community, we need to step up."

She pointed to the recent creation of The Learning Network of Greater Kalamazoo as a community commitment to pulling together a social safety net for Kalamazoo County children. The network is a coalition working to address the issues that can undermine children's education, from prenatal care to preschool access to afterschool programs for elementary and secondary children to mentors for those in college.

When Brown first unveiled The Promise in November 2005, the idea of using education as a catalyst for economic revitalization was a novel, even radical, idea. Six years later, it's being embraced by communities across the country, many of whom are looking to Kalamazoo as a model. But the fact is, Brown said, Kalamazoo is still in the initial stages of the work that needs to be done.

"Communities around the United States are looking to us," Brown said. "But we're just at the beginning. This is going to be a very long, intergenerational journey. There's some exciting things ahead for us."

*Contact Julie Mack at [jmack@kalamazoogazette.com](mailto:jmack@kalamazoogazette.com) or 269-388-8578.*

## **Where students attend**

Since the Class of 2006 entered college, The Kalamazoo Promise has spent more than \$30 million on college tuition for about 2,400 students. Here are the numbers of Promise students who have enrolled at various Michigan colleges:

- WMU 734
- MSU 260
- U-M 160
- Grand Valley 61
- Ferris 49
- EMU 39
- Wayne 35
- CMU 32
- Other 4-year 50
- KVCC 1,275
- Other 2-year 108
- Total\* 2,356

\*Numbers add up to more than total because some students have used The Promise at more than one school.

Source: The Kalamazoo Promise



# The Detroit News

## Promise pays off for most Kalamazoo students

January 23, 2012 at 12:02 pm

By Jennifer Chambers



*Kalamazoo Valley Community College student Heather Boehm, 25, waits for classes to start last week. She returned to school on scholarship recently after dropping out six years prior. (Dale G. Young / The Detroit News)*

Heather Boehm had a free ticket to Western Michigan University via the Kalamazoo Promise Scholarship, but after one semester she was out.

"I dropped out. I didn't want to do it. I didn't care. My parents forced me to go," the 25-year-old said.

Six years later Boehm, a single mother of two children, found herself working as a cashier and wanting to go to college again.

She returned to the Promise program — which gives students a 10-year window to finish college — and restarted her studies at Kalamazoo Valley Community College.

Launched six years ago, the Promise has spent more than \$30 million on higher education for about 2,300 students from Kalamazoo Public Schools.

In Detroit, education officials hope to have a similar program up and running this fall and are hoping they can replicate some of the success stories of Kalamazoo's program.

Statistics released by Promise officials show about 90 percent of students eligible for the scholarships have gone to college for at least a semester. The statewide rate for public high school graduates is about 71 percent.

About 85 percent of Promise students who started at a four-year university have either earned degrees or still are in school.

Still, more than half of Promise students who started at a community college dropped out before earning degrees or certificates. Of the 603 students who graduated from Kalamazoo Public Schools from 2006 to 2008 and went on to community college, 8 percent earned degrees or certificates, while two-thirds dropped out.

The scholarship covers up to 100 percent of tuition and fees at any Michigan public college or university for students who live in the school district and attend Kalamazoo Public Schools at least through high school.

Bob Jorth, executive administrator for the Kalamazoo Promise, said the data show that having the Promise Scholarship available makes students in Kalamazoo more successful compared with the national norm. He said the program was designed with students like Boehm in mind, understanding that not everybody completes a degree in four years.

"People need to remember we are sending kids to community college that aren't going to community college in other communities," Jorth said. "We are still having better success than the national numbers."

Officials in Detroit and with Gov. Rick Snyder's office are working with foundations, businesses and philanthropic organizations to create a plan modeled after the Kalamazoo Promise to guarantee that students who graduate from a high school in Detroit can afford to attend a two-year college or career training school in Michigan.

No details have been worked out for the new scholarship program in Detroit, which is part of the state's Education Achievement System, a statewide recovery school district expected to launch this September in Detroit.

Scholarship money is to be raised this year to have a program in place when the new district is ready to begin operating, officials said.

### **Promise offers hope**

The Promise has become a catalyst for change in Kalamazoo — and can be in Detroit and across the state — because it has students and parents thinking about college in middle school, which gives youngsters more time to prepare for high school and be college-ready, one researcher said.

"Detroit kids, they need hope — that is what a Promise can do. Hope begins all these changes, and when they believe they have an opportunity, they change their behavior on the streets and in school. Parents change too," said Gary Miron, a Western Michigan University professor who evaluated the program to measure its impact.

Geralyn Lasher, a spokeswoman for Snyder, said when the governor and DPS Emergency Manager Roy Roberts announced the scholarship plan last year, they said they wanted to put together a program to provide opportunities for students in Detroit to go to college or get career training.

"Obviously, it has to be a program that is tailored to the needs of the students in the city," Lasher said.

John Covington, chancellor of the Education Achievement System; Roberts, who is also chairman of the Executive Committee of the EAS, and Snyder have a goal to expand the program to include four-year colleges, officials said.

Steve Wasko, spokesman for Roberts, said there is no question that the Kalamazoo Promise has had a major impact on the schools and the community there, as have similar programs in cities such as Pittsburgh.

"While we have a tremendous amount of respect for that trailblazing work, local efforts to raise funds for future Detroit graduates of EAA and DPS schools have never pivoted on the other programs elsewhere," Wasko said. "There's also no doubt in anyone's mind what a powerful statement it will make to be able to offer all college-prepared Detroit students a scholarship guarantee, especially when taken in the context of the transformational reforms being put in place in public education across the city of Detroit."

### **Right preparation needed**

Robert Floden, co-director of the Education Policy Center at Michigan State University, said when leaders in Detroit create a local Promise program, they should remember that some of the reasons for not attending college have nothing to do with money. The graduation rate for DPS is 62 percent.

"Some of it is lacking the academic preparation to succeed in college. ... There needs to be support for families to take advantage of financial resources and filling out the forms. We need to make kids think they can succeed in college," he said.

The Kalamazoo Promise can be replicated in cities like Detroit as long as organizers tailor the program to the needs of their own community, program officials said. "There is a certainly a framework (here) for creating a college-going future in terms of what the community can do," Janice Brown, executive director for the Promise, said.

"I think it's very replicable. It needs to be fashioned after the needs of one community, by leaders and members of the community. That has been so tantamount to the success of the Promise here."

[jchambers@detnews.com](mailto:jchambers@detnews.com)

# ***THE JACKSON CITIZEN PATRIOT***

## **Federal government wants to know why costs are rising so much at Jackson Community College**

July 6, 2011

By Bob Wheaton | Jackson Citizen Patriot

Students at Jackson Community College have faced some of the fastest-growing costs in the nation for two-year public colleges, according to a report from the U.S. Department of Education.

JCC is on a federal list of public two-year colleges where net prices increased the most from the 2006-07 academic year to 2008-09.

Listed are schools that ranked in the top 5 percent in terms of cost increases. JCC narrowly missed escaping the dubious distinction, ranking 54th among 54 colleges on the list.

JCC and other colleges with the highest and fastest-rising costs must file reports with the U.S. Department of Education saying why the costs have increased and what they will do to address those costs, department spokeswoman Sara Gast said in an email Wednesday.

Officials from the college had said earlier in the day that JCC did not rank high enough on the list to have to file a report. But Gast said in her email that JCC's cost increases do rank in the top 5 percent from among about 1,100 two-year public colleges in the U.S.

JCC's annual net price increased from \$5,448 to \$7,844 during the two years — a 44 percent jump, the Education Department report says. It defines net price as the amount that full-time students paid for published tuition, fees, books and supplies and housing after financial aid was subtracted.

"We're always concerned any time we have to put forward any kind of tuition increase," JCC spokeswoman Cindy Allen said.

The college has increased per-credit fees in recent years to pay for its share of several building improvement projects on its Summit Township campus, Allen noted. Officials will hold a ceremony Monday to mark the opening of the new Health Laboratory Center in Justin Whiting Hall.

Officials talked to students and community members about the costs and benefits of those building projects before they were undertaken, she said.

*(over)*

"We can very easily show that we have the lowest property tax support of any community college in the state of Michigan," Allen said. Jackson County voters have rejected ballot proposals to provide more property taxes to the college.

Tuition for in-district JCC students will increase 5.8 percent in the fall, rising from \$95 per credit hour to \$100.50. Per-credit student fees will increase from \$30 to \$31.

Thomas Vainner, vice president for administrative services at JCC, said drops in state funding also factor into the rising costs.

JCC is the only Michigan community college on the fastest-increasing costs list.

Baker College of Jackson is on the list of schools with the lowest tuition for private, not-for-profit colleges, with annual tuition and required fees of \$7,040. Expenses for housing, books and supplies are not included in that calculation — as they are in calculating JCC's net cost.

The new lists that show the most expensive and inexpensive colleges were created under the federal Higher Education Opportunity Act of 2008.

# Los Angeles Times

## Billions spent in U.S. on community college students who drop out

*California expenditures on such students over five years totaled \$480 million, report says. Many students are ill-prepared for college, get too little support and aren't helped by remediation, the study notes.*

October 20, 2011

By Carla Rivera, Los Angeles Times

California and other states are spending billions of tax dollars on community college students who drop out before completing their studies, according to a report released Thursday.

The report by the nonprofit American Institutes for Research found that from 2004 to 2009, federal, state and local governments spent nearly \$4 billion on full-time community college students who dropped out after their first year.

In California, expenditures on such students over the five-year period totaled \$480 million, far more than any other state.

The report highlights a nationwide trend of increasing community college enrollment and spending but declining completion rates at the same time that state funding for higher education has dropped.

"These kinds of numbers say to states like California that our taxpayers are on the hook for substantial amounts of money and they are not getting an adequate amount of return," said Mark Schneider, a vice president at the research center who wrote the report.

"Between legislators questioning where this money is going and consumers saying the success rates are too low, I believe we can actually build up some pressure for states to start taking action," he said.

(over)

The report found that about a fifth of full-time U.S. community college students in the period studied did not return for their second year. In 2009, the most recent year for which data were available, about \$1 billion was spent on students who dropped out, up 35% from 2004.

Eight states spent more than \$25 million in 2009 on students who ultimately dropped out, with California topping the list at \$100 million.

The figures include only full-time students and are adjusted to account for those who transferred to four-year universities. If part-time students were included, the costs would be higher, Schneider said.

The report did not study the reasons for the low rate of success but noted that many students are ill-prepared for college, receive too few support services and are not helped by remediation.

California's 112 community colleges form the nation's largest system of higher education with 2.6 million students.

On Wednesday, a state Senate subcommittee heard from a task force considering ways to improve student outcomes.

"We all would like to see the numbers vastly improve," said task force chairman Peter MacDougall, a member of the California Community Colleges' board of governors. "As a system, community colleges have done a tremendous job in providing access and now have to elevate the focus on success to a much higher level."

Steve Boilard, director of higher education at the state Legislative Analyst's Office, noted that even when students drop out, not all money spent on their education is necessarily wasted. But the report raises important questions about lost potential, he said.

# The Washtenaw Voice

February 2012

Washtenaw Community College, Ann Arbor, Michigan

Volume 1, Issue 1

## *Washtenaw Community College – Ann Arbor, MI*

### **Institutions work together to make transferring easier**

January 9, 2012

Chad Doxey wants to go to the University of Michigan, but is attending Washtenaw Community College for two years first.

"I hope to start at the U-M in the fall of 2013, pending admission, of course," said the 36-year old Liberal Arts Transfer major from Ann Arbor.

With the high cost of tuition today, many students like Doxey look to WCC as a springboard to other colleges and universities. But how it is best done, specifically, isn't always clear to them.

To help students transfer, the Michigan Association of Collegiate Registrars and Admissions Officers created a transfer agreement that uses the acronym of their title, MACRAO.

"I actually was just going to finish up my associate's degree at WCC and start my bachelor's degree at Eastern Michigan University without transferring my credits," said Amanda Blackburn, 25, and a Criminal Justice major from Ypsilanti Township.

"I met with a counselor to discuss graduation and such when she introduced me to the MACRAO program. I thought to myself, why haven't I done this already? This way I am not taking duplicate classes through both places."

The agreement makes it possible for interested WCC students to complete up to 30 credit hours and then transfer those to another college or university. MACRAO students are required to complete at least eight of their 30 credit hours at WCC and have a minimum 2.0 grade point average to be eligible.

"I anticipate making the transfer from WCC to EMU this spring, and completing my term at EMU by the spring of 2013," Blackburn said. "After that, I hope to start at Cooley Law School in the fall of 2013."

(over)



According to Doug Potter, manager of Specialized Recruiting for EMU, the best course of action for any WCC student wanting to transfer is to meet with a counselor or adviser sooner, rather than later.

"Even if it's a few years down the road, start by meeting with a counselor from WCC and an EMU Transfer Admissions Representative as early as possible," Potter said.

Because of a strong partnership with WCC, walk-in advising is available to students with representatives from the EMU Advising Office located in WCC's Counseling Office. They are available year-round on Wednesdays from 1-5 p.m. and Thursdays from noon-4 p.m.

Potter also believes that many students use the agreement because it is an efficient way to transfer.

"We had approximately 2,100 new transfer students enroll this past Fall," he said. "I would guess that nearly half of them from Michigan community colleges came with a completed MACRAO agreement."

To fulfill the MACRAO agreement, WCC students need six credit hours in English Composition, eight-to-nine hours in the social sciences like sociology, history or psychology, eight-to-nine credits in math and science, and eight-to-nine hours in the humanities like art, drama, music, journalism or foreign language.

In addition, some colleges and universities have special limitations, exceptions and additions that an advisor will explain as part of the intended school's requirement and help ensure a successful transfer.

"Even though U-M has stricter requirements over Eastern, Michigan has more programs that interest me," Doxey said. "I keep in regular contact with people at both places to make sure things are still going OK."

In addition to speaking to college and university advisors, additional information and a list of supported educational institutions are available by visiting the student services section of <http://wccnet.edu> and at <http://MACRAO.org>.

# **ARTICULATION AGREEMENT RENEWAL**

Between

**Schoolcraft College**

**Associate in Applied Science in Culinary Arts**

and

**Eastern Michigan University**

**College of Technology**

**School of Technology Studies**

**Bachelor of Science in Hotel and Restaurant  
Management**

**January 2012**

**ARTICULATION AGREEMENT RENEWAL BETWEEN**  
**Schoolcraft College**  
**AAS in Culinary Arts**  
**and**  
**Eastern Michigan University**  
**Bachelor of Science in Hotel and Restaurant Management**

**Article I**  
**Agreement on Principle**

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Eastern Michigan University (EMU) and Schoolcraft College (Schoolcraft) agree that students who choose to begin their studies at a community college and transfer to a university to earn a bachelor's degree should be provided with a smooth curriculum transition that minimizes loss of credit and duplication of coursework. Therefore, Eastern Michigan University and Schoolcraft College agree to enter into this articulation agreement for students who want to complete the program in Culinary Arts at Schoolcraft College and transfer to EMU to earn a Bachelor of Science in Hotel and Restaurant Management. Both institutions enter into this agreement as cooperating, equal partners who shall maintain the integrity of their separate programs.

**Article II**  
**Agreement on Program Specifics**

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Eastern Michigan University and Schoolcraft College agree that any student who has satisfied the minimum requirements outlined in the attached articulation guide may transfer the course credits indicated in the guide toward a Bachelor of Science in Hotel and Restaurant Management at Eastern Michigan University. Under this agreement, EMU will waive the 60-hour rule and require that a minimum of 42 credit hours must be completed at the four-year college level, of which 30 hours must be in courses offered by EMU. MACRAO provisos may be completed at the most appropriate time for the student whether before or after admission to EMU.

Students using this agreement must apply and be admitted to EMU. Schoolcraft College students will receive equal consideration with other students seeking admission and financial aid. The bachelor's degree graduation requirements for students who follow this articulated program agreement are included on the attached articulation guide.

**Article III**  
**Agreement on Communication**

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Eastern Michigan University and Schoolcraft College agree to cooperate in communicating with each other and with their common and respective publics concerning the established relationship between the two institutions. Communication may include the development of various kinds of publications to inform those who might benefit personally or professionally from the opportunities provided by this agreement. Faculty and staff at both institutions will share the information in this agreement with interested and qualified students and both institutions will provide counseling and advising to students and prospective students. EMU will provide transfer student performance data to SC officials annually through the Community College Transfer Student Report.

## **Article IV**

### **Maintenance and Review Procedures**

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At least one administrative or faculty member from each institution will be appointed to act as agents for the implementation of this agreement, to speak for the institutions and to communicate changes to respective faculty members, advisors, counselors, and others to whom the information is pertinent. Responsibility for oversight of this agreement rests with the Associate Dean of Student Services at Schoolcraft College and the Director of the School of Technology Studies at Eastern Michigan University. Both parties agree to communicate annually any changes in their respective programs that may affect this articulation agreement.

**Effective Dates: January 1, 2012 until December 31, 2014.**

This is a renewal of an agreement made in November 2003 and renewed in 2007. Students who began this program prior to the new effective date have the option of changing to this guide. If this agreement is not renewed at the end of the effective period, students who already began the program at Schoolcraft College will have an additional three years to be admitted to EMU under the terms of the agreement.

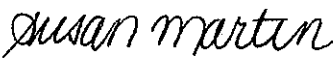
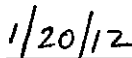
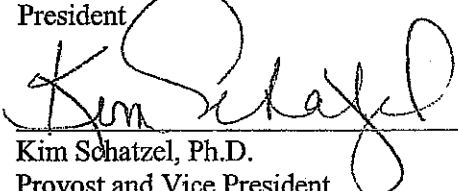


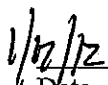
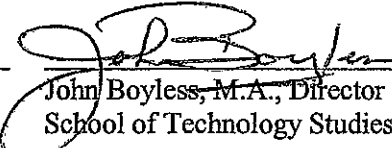
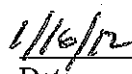
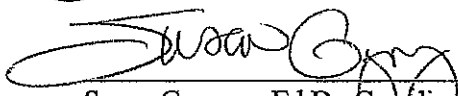
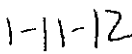
**ARTICULATION AGREEMENT RENEWAL BETWEEN**  
**Schoolcraft College and Eastern Michigan University**  
**Associate in Applied Science in Culinary Arts**  
**Bachelor of Science in Hotel and Restaurant Management Technology**

Schoolcraft College and Eastern Michigan University agree to the terms of this agreement which will be in effect from January 1, 2012 until December 31, 2014.

**Signatures**

**Schoolcraft College**

**Eastern Michigan University**

_____ Conway A. Jeffress, Ph.D. President	_____ Date	 _____ Susan W. Martin, Ph.D. President	 _____ Date
_____ Richard Weinkauff, M.S. Vice President of Instruction	_____ Date	 _____ Kim Schatzel, Ph.D. Provost and Vice President	 _____ Date
_____ Cheryl Hagen, M.A., LPC Dean of Student Services	_____ Date	 _____ Morell Boone, Ph.D., Dean College of Technology	 _____ Date
_____ William Dunbar, M.S., Dean Occupational Programs & Economic Development	_____ Date	 _____ John Boyless, M.A., Director School of Technology Studies	 _____ Date
		 _____ Susan Gregory, Ed.D., Coordinator Hotel & Restaurant Mgmt Program	 _____ Date

cc: Laurie Kattuah-Snyder  
Assistant Director of Student Services

cc: Christina Shell, Registrar  
Calvin McFarland, Director, Advising & Career Development  
Douglas Potter, Admissions Office  
Charlotte Stigler, Admissions Office  
Kathy Graham Extended Programs and Educational Outreach

# EASTERN MICHIGAN UNIVERSITY

## ARTICULATION GUIDE

January 2012

**Schoolcraft College – Associate in Applied Science in Culinary Arts**  
**Eastern Michigan University – Bachelor of Science in Hotel & Restaurant Management**

### Schoolcraft College Courses:

### Transfer to Eastern Michigan University as:

MACRAO Requirements (31 credits)		(31 credits)	
<b>1. English Writing Requirement (6 credits)</b>		<b>(6 credits)</b>	
ENG 101 Composition I.....	3	ENGL 120 English Composition I (University Elective) .....	3
ENG 102 Composition II.....	3	ENGL 121 English Composition II .....	3
<b>2. Math/Science Requirement (8 credits)</b>		<b>(8 credits)</b>	
CHEM 100 Intro to Chem of food for Culinary Arts .....	4	CHEM 000 General Transfer Credit .....	4
<sup>1</sup> Complete one course from the following:.....	4	One course: .....	4
MATH 111 Applications: Utility of Math (4)		MATH 110 Mathematical Reasoning (3)+1	
MATH 122 Elementary Statistics (4) (complete at SC)		MATH 170 Elementary Statistics (3)+1	
MATH 128 Pre-Calculus (w/o trig.) (4) (complete at SC)		MATH 105 College Algebra (3)+1	
MATH 135 Finite Mathematics (4) (complete at SC)		MATH 118 Linear Models & Probability (3)+1	
<b>3. Humanities Requirement (8 credits)</b>		<b>(8 credits)</b>	
Complete a minimum of 8 credit hours (see note below) .....	8	Minimum of four credit hours: .....	8
Choose from Art, Foreign Language, History, Literature, Music, Philosophy, Theatre, or Humanities courses on the <sup>2</sup> MACRAO approved list.		Courses may transfer as equivalent courses, Gen Ed transfer credit, or general transfer credit	
<b>4. Social Science Requirement (9 credits)</b>		<b>(9 credits)</b>	
PSYCH 153 Human Relations .....	3	University Elective .....	3
Complete two courses: (see note below) .....	6	Two courses: .....	6
Choose from Anthropology, Economics, Geography, History, Political Sci, Psychology, or Social Science courses on the <sup>2</sup> MACRAO approved list.		Courses may transfer as equivalent courses, Gen Ed transfer credit, or general transfer credit	
<b>NOTE:</b> In completing the MACRAO requirements above, choose one course from the following list to satisfy EMU's Global Awareness/US Diversity requirement: <b>Humanities:</b> ENG 170,275; HIST 134,137, 138; HUM 150,201,202,203,204; <b>Social Science:</b> ANTH 112, 201, 211, 214; GEOG 133; HIST 134,137, 138; POLS 207, 209; or SOC 210			
Schoolcraft Program Requirements (60 credits)		(60 credits)	
*CAP 102 Culinary Sanitation .....	2	HRM 150 Sanitation in the Hospitality Industry.....	2
*CAP 103 Intro to Prof Cooking Skills & Techniques .....	5	HRM 103 Intro to the Hospitality Industry (3)+2.....	5
*CAP 128 Intro to Food Techniques.....	4	HRM 180 Food Production (3)+1.....	4
*CAP 143 Dining Room Service.....	4	HRM 251 Meal Service Management (3)+1.....	4
*CAP 243 Storeroom Operations .....	3	HRM 340 Cost Controls in the Hospitality Industry .....	3
**CAP 124 Breakfast and Pantry .....	4	University or HRM Elective.....	4
**CAP 125 Pastries I.....	4	University or HRM Elective.....	4
**CAP 142 Butchery .....	4	University or HRM Elective.....	4
**CAP 144 Baking.....	4	University or HRM Elective.....	4
**CAP 215 Charcuterie.....	4	University or HRM Elective.....	4
**CAP 227 Restaurant Cooking & Preparation.....	4	University or HRM Elective.....	4
**CAP 240 Pastries II.....	4	University or HRM Elective.....	4
**CAP 241 Culinary Nutrition .....	2	University or HRM Elective.....	2
**CAP 242 A la Carte.....	4	University or HRM Elective.....	4
**CAP 244 International & American Cuisine .....	8	University or HRM Elective.....	8
<b>Credits at Schoolcraft: .....</b>		<b>Credits that transfer to EMU.....</b>	
<b>91</b>		<b>91</b>	

\* Required for EMU's Hotel Restaurant Management program.

<sup>1</sup> MATH 122, 128, or 135, if completed at Schoolcraft College, satisfies EMU's Quantitative Reasoning Requirement. If completed at EMU, MATH 110 is required unless Intermediate Algebra has been completed with a "C" or better, in which case any approved QR course may be used to satisfy this requirement.

<sup>2</sup> Click on the MACRAO link above and select Schoolcraft College in the drop down box; click on transfer guides and choose MACRAO from the list. Or go to <http://lt.emich.edu/service/online/tranequiv/>

\*\* Six (6) credit hours from Schoolcraft CAP courses may be applied toward the required 12 hours of restricted HRM electives for EMU's program.

NOTE: EMU will accept substitutions for courses on this page that transfer as university electives or general transfer credit.

# EASTERN MICHIGAN UNIVERSITY ARTICULATION GUIDE

January 2012

**Schoolcraft College – Associate in Applied Science in Culinary Arts**

**Eastern Michigan University – Bachelor of Science in Hotel & Restaurant Management**

## **Completion of the Hotel Restaurant Management Program at EMU**

### **Additional Requirements (6 credits)**

STS 300W Intensive Writing in Technology.....	3
University Elective .....	3

### **Major Requirements (36 credits)**

#### **Specialization Courses (30 credits)**

HRM 268 Hotel Operations Management.....	3
<sup>1</sup> HRM 289 Co-op Education in HRM.....	3
HRM 376 Legal Aspects of the Hosp Industry.....	3
<sup>1</sup> HRM 389 Co-op Education in HRM.....	3
HRM 410 Human Resource Issues in Hosp Indus .....	3
HRM 430 Seminar in Hospitality Management.....	3
HRM 441 Commercial Purchasing .....	3
HRM 450 Meetings and Events Management.....	3
HRM 470 Hospitality Industry Marketing .....	3
HRM 496 Strategies in Hospitality Management.....	3

#### **HRM Elective Courses (6 credits)**

Six hours from the following: ..... 6

- HRM 177/178/179 Special Topics (1/2/3)
- HRM 277/278/279 Special Topics (1/2/3)
- HRM 270 People Skills for the Hospitality Ind (3)
- HRM 330 Hotel & Restaurant Management (3)
- HRM 350 Lodging Management (3)
- HRM 360 Franchising & Contract Mgmt (3)
- HRM 377/378/379 Special Topics (1/2/3)
- HRM 396 Club and Resort Management (3)
- HRM 420 Quality Service Mgmt (3)
- HRM 460 Adv Food Service Management (3)
- HRM 465 Adv Topics in Hospitality Management (3)
- HRM 475 International Hospitality Mgmt (3)
- HRM 480 Gaming and Casino Mgmt (3)
- HRM 497/498/499 Independent Study (1/2/3)
- Other courses with advisor approval

**Credits at EMU:.....42**

**\*\*Total Credits:..... 133**

### **Suggested Sequence:**

*Courses may not be offered every semester. Consult with a Hotel & Restaurant management advisor to make a course plan.*

#### **Semester 1 (15 credits)**

HRM 268 Hotel Operations Management.....	3
HRM 289 Co-op Education in HRM.....	3
HRM 376 Legal Aspects of the Hosp Industry.....	3
STS 300W Intensive Writing in Technology.....	3
HRM Elective .....	3

#### **Semester 2 (15 credits)**

HRM 389 Co-op Education in HRM.....	3
HRM 410 Human Resource Issues in Hosp Mgmt .....	3
HRM 441 Commercial Purchasing.....	3
HRM 450 Meeting and Events Management.....	3
HRM 470 Hospitality Industry Marketing.....	3

#### **Semester 3 (12 credits)**

HRM 430 Seminar in Hospitality Management .....	3
HRM 496 Strategies in Hospitality Management .....	3
HRM Elective .....	3
University Elective (may select from HRM Electives).....	3

*For other semesters that courses are offered see Course Rotation at <http://www.emich.edu/sts/hrm/undergrad%20programs.htm>*

<sup>1</sup> Satisfies EMU's Learning beyond the Classroom requirement.

\*\* A minimum of 124 credit hours is required to graduate.

**EASTERN MICHIGAN UNIVERSITY  
ARTICULATION GUIDE**

January 2012

**Schoolcraft College – Associate in Applied Science in Culinary Arts  
Eastern Michigan University – Bachelor of Science in Hotel & Restaurant Management**

**Additional Information:**

1. In completing the coordinated program of study for this articulation agreement, course substitutions may be made with the guidance of the advisors (indicated below) at both institutions to assure that all requirements are satisfied. Each institution will determine the satisfaction of their individual program and degree requirements. Schoolcraft courses indicated with an \* are required for EMU's Hotel and Restaurant Management Program.
2. Students whose transcripts are endorsed as "MACRAO Satisfied" will only be required to meet three of EMU's general education requirements, noted on the articulation guide and listed below. These requirements may be completed at the most appropriate time for the student whether before or after enrollment at EMU:
  - a) an approved course in Quantitative Reasoning: [at SC: MATH 111, 122, 128, 129, 135, 145, or 150] or [at EMU: MATH 110 or if Intermediate Algebra is completed with a 2.0 or better, COSC 106; MATH 105, 118, 119, 120, 140, 170; PHIL 181; PLSC 210; SOCL 250 or STS 224]
  - b) an approved course in US Diversity or Global Awareness: [at SC: Humanities: ENG 170, 275; HIST 137, 138; HUM 150, 201, 202, 203, 204; Social Sciences: ANTH 112, 201, 211, 214; GEOG 133; HIST 137, 138; POLS 207, 209; SOC 210; Science: BIOL 104; GEOG 212; Other Courses: BUS 240] or [at EMU: refer to the catalog website: <http://www.emich.edu/gened/students/approved.php>
  - c) an approved Learning Beyond the Classroom course or experience offered by EMU.

*To use MACRAO, students must request that an official community college transcript, with the "MACRAO Satisfied" stamp, be sent to EMU's Admissions Office. Students, who do not have "MACRAO Satisfied" on their community college transcript, will be required to satisfy EMU's general education requirements as listed in the Undergraduate Catalog. The MACRAO stamp may be completed after admission to EMU, however, students should inform advisors at EMU that they intend to complete MACRAO, or they may be advised to complete additional courses for the general education program.*
3. Only courses with a grade of "C" or better (2.0 on a 4.0 scale) will be accepted for transfer to EMU.
4. Under this agreement, EMU will waive the 60-hour rule and require that a minimum of 42 credit hours must be completed at the four-year college level, of which 30 hours must be in EMU courses, with 15 hours in program requirements at the 300-level or above. Of the last 30 hours completed before graduating, at least 10 hours must be in courses offered by EMU. A minimum of 124 credit hours, completed in-residence or accepted in transfer, is required for graduation.
5. Students must meet all admission requirements at the time of application for admission to EMU, including submitting transcripts from all previously attended colleges. Schoolcraft students will receive equal consideration with other students for course registration and financial aid.
6. Students are encouraged to contact the Hotel and Restaurant Management Program Coordinator early, before applying to EMU. To facilitate the evaluation of transcript(s), students should indicate use of this articulation guide in their application to EMU and bring a copy of the articulation guide to all advising sessions. Copies of the articulation guide are available on EMU's webpage at: [www.emich.edu/ccr/artguide.php](http://www.emich.edu/ccr/artguide.php)

**Effective Dates: January 1, 2012 until December 31, 2014.**

This is a renewal of an agreement made November 15, 2003 and renewed September 2007. Students who began this program prior to the new effective date have the option of changing to this guide. If this agreement is not renewed at the end of the effective period, students who already started the program will be given an additional three years to be admitted to EMU under the terms of this agreement.

**Contacts:**

**Schoolcraft College**  
See the Counseling Office

**Eastern Michigan University**  
Susan Gregory, Coordinator  
Hotel & Restaurant Management Program  
206 Roosevelt, 734-487-0845  
[susan.gregory@emich.edu](mailto:susan.gregory@emich.edu)